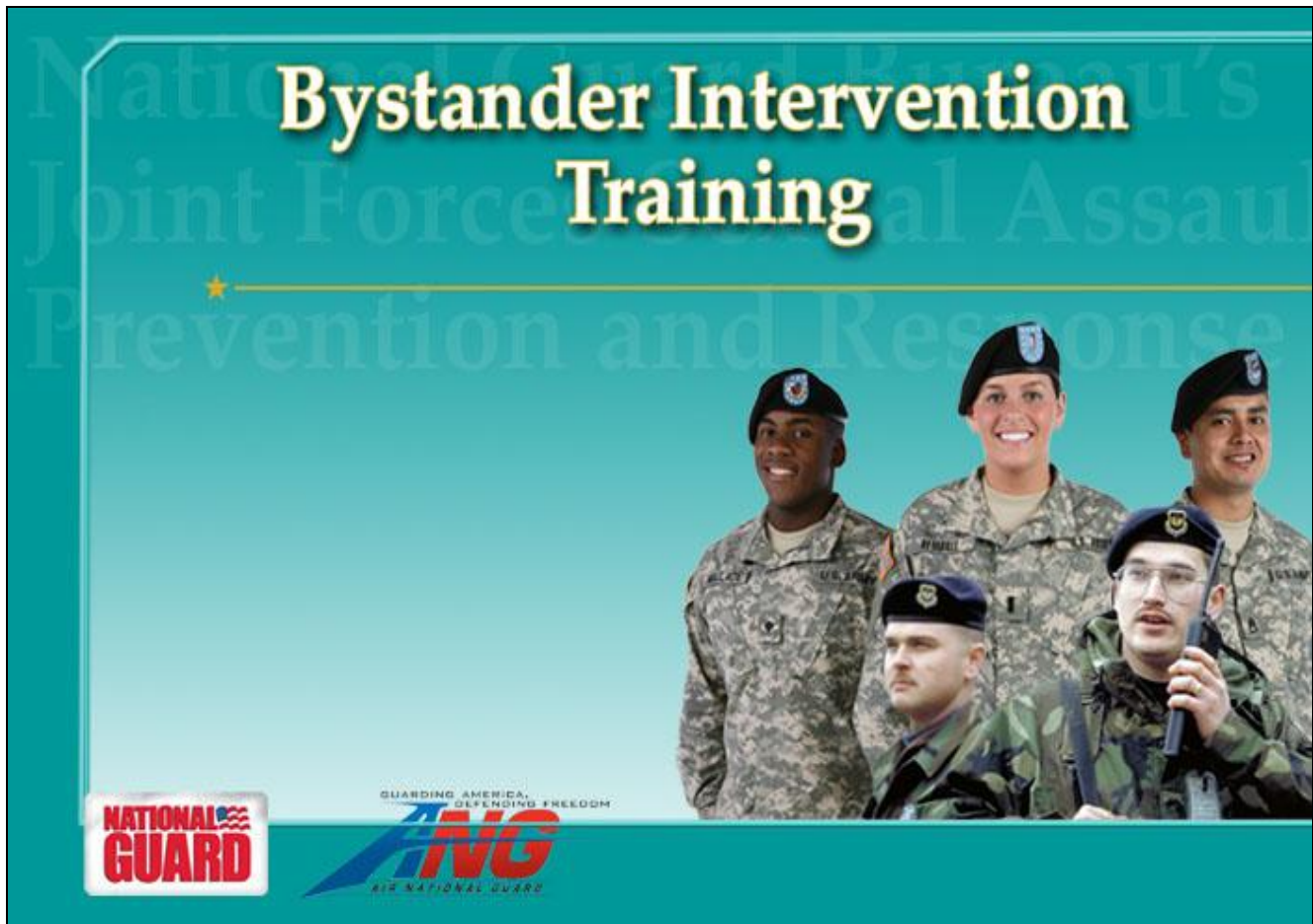


National Guard Bureau's Joint Force Sexual Assault Prevention and Response Program



A Climate of Change in Sexual Assault Prevention

Bystander Intervention Training

A Presentation for National Guard Soldiers and Airmen



NOTES TO THE PRESENTER

To give this presentation, you will need:

- Computer with projector
- Blackboard, whiteboard, flip chart paper, or blank overhead transparencies with projector for writing student suggestions during discussions
- Handouts (included on the CD as separate documents)
 - What Constitutes Sexual Assault? The Department of Defense (DoD) Definition
 - Sexual Assault Resource and Information Links (customize before presentation with local resource numbers and information)
 - Options for Early Bystander Intervention

Other items to note:

- This lesson plan script is designed to be used with both Army National Guard and Air National Guard audiences. Any items highlighted in gray indicate a place where the instructor should choose the term appropriate to whichever of the two groups you are training (e.g., **Airman/Soldier**).
- While this training can be taught by just one trainer, studies have shown that co-educational audiences respond best to sexual assault trainings that are co-facilitated by male and female instructors. Therefore, if possible, conduct this training with a male and female co-presenter team and divide the training topics between them.
- Be aware that since some training participants may be sexual assault survivors or know survivors, this training's videos and discussions may bring up difficult emotions for them. Presenters need to be especially careful to make sure the emotional well-being of all participants is taken care of when teaching this training. We strongly suggest that along with the tips provided in the bullet points below, you **ensure that you have support staff experienced with sexual assault counseling present during and after the training**, to talk to any attendees who wish to discuss anything at all related to the topic. These people can include any or all of the following:
 - The chaplain
 - A counselor or representative from the local rape crisis center (to find your nearest center, go to <http://tools.rainn.org/counseling-centers/index.html> and enter your ZIP code)
 - Your unit's Sexual Assault Response Coordinator (SARC) or Victim Advocate (VA)
- Other tips for handling teaching challenges related to this training:
 - Be sure to read through the curriculum carefully before you facilitate so you are ready for any questions that may come up. Make notes in the margin to help you along the way. If you have any questions or feel unsure about the Guard's sexual assault policies, talk to your unit's SARC to get answers before you present.
 - Be aware some students may be uncomfortable talking about the topic, or about their own attitudes toward it. They may try to challenge presenters by acting hostile, resistant, or disrespectful, or by asking tough questions. In such cases, diffuse the situation by being respectful and calm while staying focused and on track. Stick to the subject matter in the course, and don't let the discussion veer off topic.
 - Before students share a personal bystander or sexual assault experience with the group, make sure to tell them not to reveal any identifying information about the people in the situation. Also be sure you monitor the discussion to ensure that it stays on track with the topics being covered in this training.
- A list of source materials used to develop this training can be found at the end of this document.

How to use this document

This document is designed to assist you in giving the multimedia Bystander Intervention Training presentation. You will see that in this “script,” which goes along with the PowerPoint presentation, there are four columns. The purpose of each column is described in the chart below:

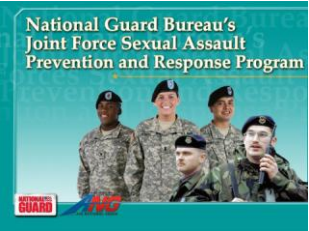
#	PRESENTER NOTES	SPEAKING POINTS	SLIDES & VISUAL AIDS
The number in this column matches the number of the corresponding slide in your PowerPoint presentation.	<p>In this column, there are headings to help you keep track of where you are in the presentation, as well as other notes to the presenter, such as when to ask questions or turn to certain pages in the training handbook.</p> <p>The page number in brackets tells you where in the VA Training Handbook the information in this cell can be found, so that you can help attendees follow along if they get lost.</p>	<p>This column has a “script” to go along with the presentation—it helps guide what points you should make for each slide and gives you a sense of the appropriate tone to use. It also provides discussions you can have with the group you are presenting to. More significant points are highlighted in boldface so that you can zero in on these when you glance down at the script.</p> <p>Note that although we are calling this a “script,” you should NOT memorize it word for word or read directly from this document when giving the presentation. You should read the script over a number of times until you are familiar with the content, highlight points you want to be sure to emphasize, and then give the presentation in your own words to the group, so that the presentation is more natural. You can also add in or substitute your own stories or examples for the ones in the script to give it a more personal feel.</p> <p>When giving the actual presentation, you should only use this document to glance down at so you can keep track of where you are in the presentation.</p> <p>It is also a good idea to rehearse giving the presentation ahead of time with the PowerPoint slides, so you are comfortable using the script and PowerPoint together.</p>	<p>This column includes a thumbnail image of the PowerPoint slide that corresponds to the text on the left.</p>

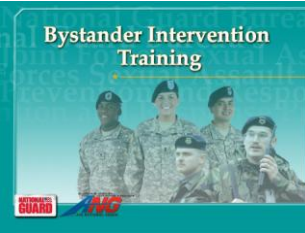
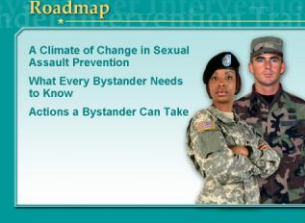
TABLE OF CONTENTS

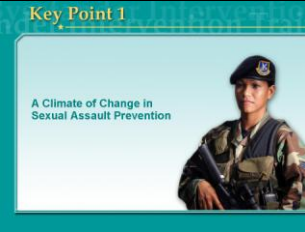


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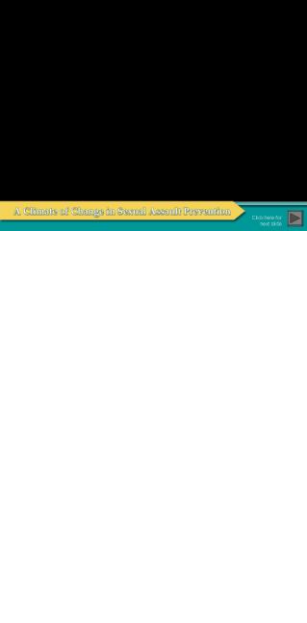

BYSTANDER INTERVENTION TRAINING	2
KEY POINT 1: A CLIMATE OF CHANGE IN SEXUAL ASSAULT PREVENTION	3
KEY POINT 2: WHAT EVERY BYSTANDER NEEDS TO KNOW	5
2.1 <i>Definition of Sexual Assault</i>	6
2.2 <i>Understanding Roles in Sexual Assault Scenarios</i>	10
2.3 <i>Challenges for the Bystander</i>	19
KEY POINT 3: ACTIONS BYSTANDERS CAN TAKE	22
3.1 <i>Identifying Problem Behaviors</i>	23
3.2 <i>Using the Four-Step Decision-Making Process</i>	25
3.3 <i>Responding to Victims of Sexual Assault</i>	31

Total training time: Approximately 45 minutes

#	PRESENTER NOTES	SPEAKING POINTS	SLIDES & VISUAL AIDS
1.	<p>GUARD LOGO SLIDE</p> <p><i>LEAVE SLIDE UP WHILE ROOM FILLS</i></p> <p><i>To save time, distribute all handouts before starting the presentation so attendees can refer to them during the discussion.</i></p> <p><i>Click to next slide when ready to begin</i></p>		<p>National Guard Bureau's Joint Forces Sexual Assault Prevention and Response (SAPR) Program</p> 

2.	<p>BYSTANDER INTERVENTION TRAINING</p> <p><i>For all items highlighted in gray throughout, use the term appropriate to the audience you're presenting to.</i></p> <p><i>Click to next slide</i></p>	<p>Welcome</p> <p>Welcome. Today we're going to talk about sexual assault. Some of you may have had training on this topic before—but today's training's going to be very different.</p> <p>Rather than lecture you about all the things you need to do to make sure you don't become a victim, or lecture you about how to behave appropriately on a date, we're going to troubleshoot solutions for how we, as a team of highly effective Soldiers/Airmen, can—with only slight adjustments—create a protective shield for our unit that will repel sexual predators BEFORE they harm any of our fellow Guardsmen. And YOU will be an integral part of the solution.</p>	
3.	<p>PRESENTATION ROADMAP</p> <p><i>NOTE: If you have invited any counseling/support staff to attend the training, introduce them here and explain they'll be available during or after the training to</i></p>	<p>Today's presentation roadmap</p> <p>To help come up with ideas for solutions, we have to be clear on some background information first. So here's what we'll be talking about today:</p> <p>First, we'll learn from Generals Blum and McKinley/Vaughn about the new culture we're trying build together to proactively defend against sexual assault.</p> <p>Then, we'll get some basic facts we'll need to know about the subtle behaviors and community values that can often influence whether or not a sexual assault will take place. And we'll also talk about the vital role of bystanders in witnessing, recognizing, and proactively shutting down such behaviors.</p> <p>After that, we'll work together to create solutions that we can all institute, as a community, in order to effectively carry</p>	

	<p><i>talk to anyone who would like to.</i></p> <p><i>Click to next slide</i></p>	<p>out our mission as bystanders.</p> <p>So let's get started.</p>	
4.	<p>KEY POINT 1: A CLIMATE OF CHANGE IN SEXUAL ASSAULT PREVENTION</p> <p><i>Click to next slide to start video</i></p>	<p>First, let's take a look at our end goal: the cultural change we want to create in our Guard community.</p> <p>It is extremely crucial that everyone in the Guard adopts this new attitude—so much so that Generals Blum and McKinley/Vaughn specifically took the time to bring us personal messages about it. So instead of talking about it, let's listen to them tell us what it's about.</p>	
5.	<p>VIDEO 1: LTG H STEVEN BLUM'S MESSAGE</p> <p><i>Video will play automatically</i></p> <p><i>Click the right arrow button for next slide</i></p>	<p>Video 1: LTG H Steven Blum's message</p> <p><i>LTG Blum explains that military studies have revealed sexual assault is a problem in the Guard and that this problem is one that the Guard as a community must work together to stop. He explains the extremely damaging effects sexual assault can have for victims and the entire Guard community.</i></p>	
6.	<p>VIDEO 2: CHOOSE NEXT GENERAL'S VIDEO</p> <p><i>A screen will come up here that allows you to choose which general's video to view. Click on the appropriate general's name for the audience you're presenting to. Video will begin once you click the name.</i></p>	<p><i>Instructor:</i></p> <p><i>For Air National Guard audiences: Click on "Lt Gen Craig R. McKinley"</i></p> <p><i>For Army National Guard audiences: Click on "LTG Clyde A. Vaughn"</i></p>	

7. or 8.	<p>VIDEO 2: Lt Gen CRAIG R. MCKINLEY'S MESSAGE</p> <p>OR</p> <p>LTG CLYDE A. VAUGHN'S MESSAGE</p> <p><i>Video will play automatically</i></p> <p><i>Click the right arrow button for next slide</i></p>	<p>Video 2: Lt Gen Craig R. McKinley's OR LTG Clyde A. Vaughn's message</p> <p><i>Lt Gen McKinley/LTG Vaughn further explains the new cultural mindset all Airmen/Soldiers need to adopt. He discusses how sexual assault is not just the victim or the perpetrator's problem, but a problem for us all, and that we must all work together to eliminate this problem from the Guard.</i></p>	
9.	<p>KEY POINT 1: SUMMARY</p> <p><i>Click to next slide</i></p>	<p>Section summary</p> <p>To tie up what the generals were saying, I want to emphasize that while we're saying we need your help to stop sexual assault, this doesn't mean we need you to do anything drastic or difficult. You're not expected to become some kind of superhero or vigilante intent on "rooting out the forces of evil."</p> <p>The solution is much simpler and easier than that. What we need is for you to help us create what is called an "empowering climate." That means that as a community, we all:</p> <ol style="list-style-type: none"> 1. Become more aware of the issues surrounding sexual violence, and 2. Agree to honor and uphold an ethos that says "We will not display or tolerate any behavior that even <i>potentially</i> facilitates sexual violence." <p>Now we'll discuss what you need to know to create that climate.</p>	

10. **KEY POINT 2:
WHAT EVERY
BYSTANDER
NEEDS TO KNOW**

Ask the group:

*Wait for them to raise
their hands.*

***Exercise to show how widespread
sexual assault is in our culture***

Let's begin this section with a quick exercise. By a show of hands:

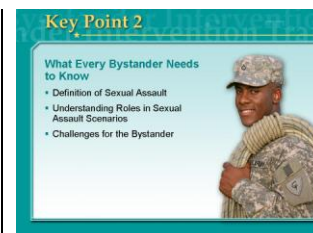
How many of you know of someone personally or have heard of someone on the news who was a victim of sexual assault?

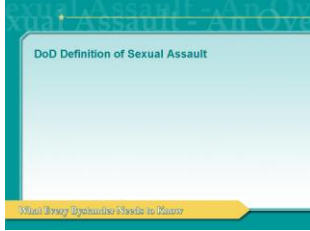
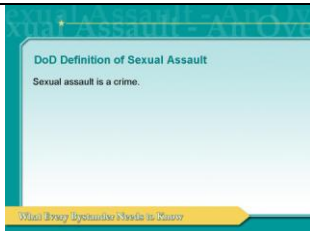
So as we can see, the problem is widespread—**our current climate, both inside and outside the Guard, is not empowered enough.**

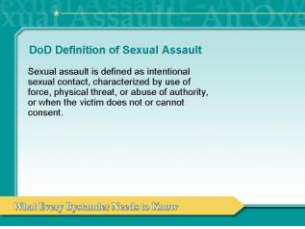
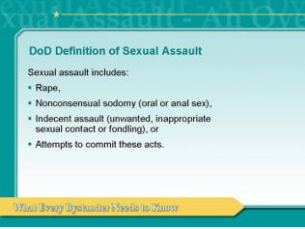
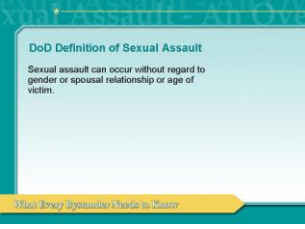
Now, as a rule, to create an empowering climate of any kind, we have to change the problem behaviors and roles in the current climate. But this can be tricky when it comes to sexual assault, because some of those problem behaviors are really subtle, and might even seem like no big deal—until it's too late.

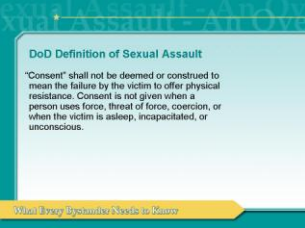


So, in this section, we're going to **watch a couple video scenarios** to help identify some of those subtle behaviors and roles. Then we'll start talking **about how these subtle behaviors and roles can—sometimes even unintentionally—create a negative climate.** Once we've covered what those problem factors are, we'll talk about how to neutralize them.

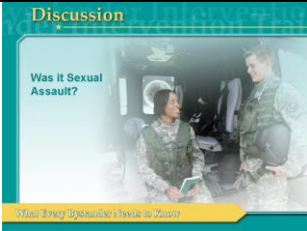
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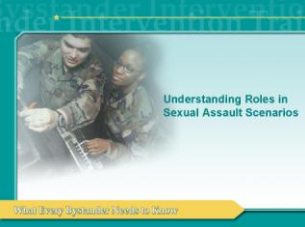


11.	<p>2.1 DEFINITION OF SEXUAL ASSAULT</p> <p><i>Note to instructor: This is an educational definition of sexual assault, not a legal definition. All states have different legal definitions for sex crimes.</i></p> <p><i>DoD sexual assault definition and policy documents available at: http://www.sapr.mil/home/page.aspx?Topic=Sexual%20Assault</i></p> <p><i>Give them a moment to get the handout in front of them.</i></p> <p><i>Click to next slide for part 1 of definition</i></p>	<p><i>DoD definition of sexual assault</i></p> <p>Before we watch the first video, let's review the first thing we need to know to be effective bystanders, and that's the Department of Defense (DoD) definition of sexual assault.</p> <p>One of the reasons rapists get away with their acts is because of the wide public misunderstanding about what exactly constitutes assault. So to be effective bystanders, we need to be really clear on that definition so that we can set others straight who aren't.</p> <p>So let's read through the DoD definition of sexual assault, which we have on your first handout.</p>	
12.	<p>DEFINITION OF SEXUAL ASSAULT, PART 1</p> <p><i>Read through the definition and explain each section. Text in bold is from the official DoD definition. Un-bolded text is instructor points to make about each part of the definition.</i></p> <p><i>Click next slide for part 2 of definition</i></p>	<p>Sexual assault is a crime. This may seem obvious, but the reason it's stated is because to some people it's NOT obvious that all the acts listed in the next paragraph "count" as crimes.</p>	

13.	DEFINITION OF SEXUAL ASSAULT, PART 2	Sexual assault is defined as “intentional sexual contact, characterized by use of force, physical threat, or abuse of authority, or when the victim does not or cannot consent.”	
14.	DEFINITION OF SEXUAL ASSAULT, PART 3	<p>Sexual assault includes:</p> <ul style="list-style-type: none"> • Rape, • Nonconsensual sodomy (oral or anal sex), • Indecent assault (unwanted, inappropriate sexual contact or fondling), or • Attempts to commit these acts. <p>One of the biggest misconceptions people have is that it's only sexual assault if there's some kind of genital penetration involved. We can see by this definition that that is NOT the only act that counts as sexual assault. And even just ATTEMPTING to commit any of the listed acts when the person has not consented to them—including fondling someone sexually with no penetration at all—counts as sexual assault.</p>	
15.	DEFINITION OF SEXUAL ASSAULT, PART 4	<p>Sexual assault can occur without regard to gender or spousal relationship or age of victim.</p> <p>Why is this part included? Because many people assume, for instance, that a woman could not be a rapist, that a man can not be raped, that a husband can't sexually assault his wife, or that no one would rape a child or very old person. All of these assumptions are false. Any type of human being may be a victim, and any type of human being can be a perpetrator, no matter who they are.</p>	

16.	<p>DEFINITION OF SEXUAL ASSAULT, PART 5</p> <p><i>This concludes the definition</i></p> <p><i>Click to next slide</i></p>	<p>Next is a section that confuses a lot of people:</p> <p>“Consent” shall not be deemed or construed to mean the failure by the victim to offer physical resistance. Consent is not given when a person uses force, threat of force, coercion, or when the victim is asleep, incapacitated, or unconscious.</p> <p>This means that just because a person doesn’t fight back or say “no” during the sexual act, it does NOT mean that he or she consented.</p> <p>If the victim feels too scared to resist, or is drunk, asleep, or otherwise incapable of giving informed consent, then it is absolutely NOT consent—it is sexual assault, and it is a crime.</p>	 <p>The slide titled "DoD Definition of Sexual Assault" contains the text: "Consent" shall not be deemed or construed to mean the failure by the victim to offer physical resistance. Consent is not given when a person uses force, threat of force, coercion, or when the victim is asleep, incapacitated, or unconscious.</p>
17.	<p>VIDEO INTRO</p> <p><i>Click movie button to play video</i></p>	<p>OK, now that we’ve got the definition down, let’s watch a video scenario. As you watch, pay close attention to all of the characters in the scenario and what they’re thinking and feeling. At the end, we’ll talk about whether this scenario constitutes sexual assault by DoD guidelines and identify the roles that different characters played in the scenario —some of them without realizing it.</p>	 <p>A placeholder for a video, showing a black screen with a yellow bar at the bottom that reads "What Every Operator Needs to Know".</p>
18.	<p>VIDEO 3: MALE-ON-FEMALE SEXUAL ASSAULT</p> <p><i>Video will play automatically</i></p>	<p><i>Video 3: Male-on-female sexual assault scenario</i></p> <p><i>This shows Air Guard members partying in a hotel room that they have rented for the training holiday during annual training. A variety of inappropriate activities are going on. The video shows people in key roles</i></p>	 <p>A placeholder for a video, showing a black screen with a yellow bar at the bottom that reads "What Every Operator Needs to Know".</p>

		<p><i>(perpetrator, victim, facilitator, bystanders) interacting, leading up to a sexual assault. The footage of the party is intercut with the key members' inner monologue commentary about the incident and wondering if they should do anything differently.</i></p>	
	<p><i>Click the right arrow button for next slide</i></p>		
19.	<p>DISCUSSION: WAS IT SEXUAL ASSAULT?</p> <p><i>Cover this section quickly.</i></p> <p><i>If someone answers "No," start here. If they answer, "Yes," right away, skip to "When someone answers 'yes'" section in bold to the right.</i></p> <p><i>Give the person a minute to explain. Then ask the rest of the group:</i></p> <p><i>Allow someone to disagree and then move to:</i></p> <p><i>Possible answers (make sure to cover all of these even if they don't):</i></p>	<p>So, by the DoD definition you have in front of you, was this a sexual assault?</p> <p><i>If anyone answers "no":</i> OK, why do you think this is not sexual assault under the DoD definition?</p> <p>What do the rest of you think? Any other opinions?</p> <p><i>When someone answers "yes":</i> OK, so why do you think it counts as a sexual assault under the DoD definition?</p> <ul style="list-style-type: none"> <i>He used force (holding her up against the wall so she couldn't get away) and coercion.</i> <i>She didn't say the word "no," but she did tell him to hold off, and he didn't.</i> <i>She looked confused and unsure. She definitely didn't say she was OK with having sex.</i> <i>The woman was incapacitated from</i> 	

		<p><i>alcohol; she wasn't capable of giving informed consent.</i></p> <p>Ask the group: OK, you got it. It counts for all those reasons. One more point: In this video, it looked like there might have been sexual intercourse involved. But if there hadn't been, by the DoD definition, would it still have been sexual assault?</p> <p>Answer: Yes.</p> <p>Ask the group: Why?</p> <p>Answer: <i>Because he touched her sexually (fondled her) when she was asking him not to.</i></p> <p>Exactly. Remember, by the DoD definition, "inappropriate sexual contact" counts. That, and the fact that she was too drunk to give informed consent, would STILL have made it sexual assault, even if there was no actual sexual intercourse involved.</p> <p>Click to next slide</p>	
20.	<p>2.2</p> <p>UNDERSTANDING ROLES IN SEXUAL ASSAULT SCENARIOS</p> <p>Click to next slide</p>	<p><i>Character roles in sexual assault scenario</i></p> <p>Now let's go over some of the characters in the scenario and discuss their roles.</p> <p>Remember, sexual assault is not something that happens in some secret place; it can happen right where we live, work, and hang out. But the signs are subtle, and if you're not clear on them, they might SEEM normal. And just like Matt did in that video, rapists often rely on what we see as normal group dynamics to camouflage their actions until it's too late.</p> <p>Let's take a look at the characters in the scenario we watched and I'll explain what I mean.</p>	

21. **ROLE:
PERPETRATOR**

Role: Perpetrator (Matt)

We'll start with Matt. Matt's role is what we'll call the PERPETRATOR. Matt is a rapist. He may not define himself as that—HE may see his behavior as normal and no big deal—but he's wrong. His behavior is predatory and criminal.

Some important things you need to know about perpetrators:

- **Their behaviors are premeditated and manipulative.** Perpetrators will deliberately set up a situation that will put the victim in a vulnerable spot, and they often use other people to help them create this setup. You saw Matt do this in a variety of ways—for instance, he got Seth to get Lisa lots of drinks, and he acted like he was helping Melissa out by taking care of Lisa for her.
- **They lack empathy.** In the video, despite Lisa being visibly drunk, scared, and upset during the assault, Matt didn't seem to notice. Perpetrators characteristically shut down empathy for their victims. This doesn't mean they never act empathetic in OTHER situations, but in an assault situation, they do not.
- **They do not filter information the same way the rest of us do.** A person who has a propensity to rape will assume everyone thinks like he or she does. We've all been in group situations where someone makes a really sexist, politically incorrect joke and everyone laughs, or where someone says he's so angry at a particular person that he'd like to hurt him, and everyone else agrees. Of course, most people know they



Regarding women as perpetrators: Be prepared to provide examples, i.e. threats, use of alcohol/drugs, weapons or objects, tying him down

Click to next slide

don't really MEAN that. But the perpetrator doesn't—his or her mind works very differently than ours. Instead, he or she assumes this is a social endorsement of his or her behaviors. Matt would hear that comment and believe that everyone thinks just like he does, and that this gives him license to act the way he does.

- **There is no standard profile for a perpetrator.** Though in this scenario the perpetrator was male, this does not mean that only men can be perpetrators; women can be, too.

Nor are all perpetrators young, old, single, married, etcetera. Most have not committed other crimes. There is no standard profile—you can't look at someone's background or public behavior and tell if he or she is a perpetrator. Matt, for instance, may be a likeable guy in lots of other ways. He may be a great Guardsman, a terrific brother, a loyal friend to his buddies. But he's also a perpetrator.

- **There are far fewer of them than there are of us.** Statistically, perpetrators make up a VERY small percentage of our society. But that small percentage does an incredible amount of damage, especially because they tend to be repeat offenders. The good news is that there are WAY more of us than there are of them. Most men and women are not rapists, and have no such tendencies. With that amount of outnumbering, we should, with some cultural adjustments, be able to bring pressure on sexual predators to stop their behavior.

22. ROLE: VICTIM

Role: Victim (Lisa)

OK, now let's talk about Lisa. She is the victim of a sexual assault in this scenario. Some important factors to know about sexual assault victims:

- **There is no standard profile for a victim.** Just as with perpetrators, victims come from all walks of life, ages, marital statuses, etcetera. Victims are not just women, they are men, too. You can't TELL someone might be a potential victim by looking at him or her or his or her personality. The person could be strong, capable, smart, and able to handle him or herself in all kinds of situations. **Victims are not "weak" or "helpless" people in their daily lives. They are victims of a crime**—in the same way that if someone robbed your friend's house, you wouldn't call your friend weak for getting victimized.
- **Most victims do NOT fight back—and that is normal.** Rapes on TV and in the movies often depict a violent fight between the rapist and the victim. This, however, is actually the rarest human response to trauma. In real life, most people go into panic mode and freeze up rather than fighting or running. So just because a victim doesn't show bodily signs of physical resistance after an assault doesn't mean he or she was not assaulted.
- **Victims often blame themselves.** As Lisa was doing in the video, it is very common for victims to blame themselves after an assault and think of all the things they feel they "should have done" to prevent the assault. Often friends and family will



		<p>appear to do the same thing by asking the victim about his or her behavior, alcohol consumption, clothing, or other choices. This attitude is psychologically damaging to the victim, and culturally it creates a diversion that rapists rely on to continue their actions. We must never cloud the issue of who is REALLY at fault. It is important to remember—and to stress to victims and anyone who doesn't “get it”—that nothing about the victim's behavior at the time matters. NOTHING gives another person license to commit a crime against another human. No matter what the conditions, the ONLY person who is to blame for committing a crime is the PERSON WHO COMMITTED THE CRIME—the perpetrator.</p>
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23.

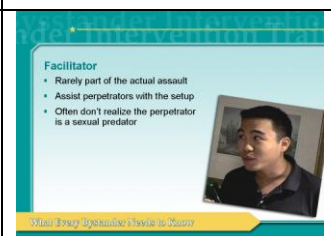
ROLE: FACILITATOR


The next two roles we'll discuss are very important because they are the roles all of us would most likely fall into. These are the people who are not directly involved in the assault, but who have some indirect involvement or knowledge of the situations surrounding it.

Role: Facilitator (Seth)

First, let's talk about Seth. Seth is what is known as a facilitator. They are called this because they—usually unknowingly—actively help the rapist achieve his or her goal.

- **Facilitators are rarely part of the assault themselves.** They probably don't even know the person they're assisting IS a sexual predator. As in Seth's case, he is only getting partial information. He knows his friend's a player, but Matt is probably keeping



	<p>him in the dark about what is actually going on. He might hint around that he “got lucky,” but he’s not going to say anything that will make Seth feel uncomfortable and start wondering if maybe it was an assault.</p> <ul style="list-style-type: none"> • Facilitators assist the rapist with the setup—sometimes deliberately, but usually unwittingly. We discussed how sexual predators will premeditate and plan their attacks. They will also use other people to help them with their plans, to make the plans look “normal” and less suspicious. In the case of our video, Matt gets Seth to set up the meeting with Lisa for him; he doesn’t go in on his own. And he asks Seth to get the extra drinks for Lisa—so it doesn’t appear that Matt’s just deliberately pouring drinks down Lisa’s throat to get her drunk. That way, the situation looks more innocent—it diffuses responsibility, and people are less likely to zero in on Matt’s actions. 	
<p>24. ROLE: BYSTANDER</p> <p><i>Click to next slide</i></p> <p><i>Ask the group:</i></p> <p><i>Answer:</i></p> <p><i>Facilitator explains:</i></p>	<p>Role: Bystander (Melissa, Eric)</p> <p>And finally, we get to Melissa and Eric.</p> <p>Melissa and Eric are bystanders, the role that most people fall into.</p> <p>What does the word “bystander” usually bring to mind?</p> <p><i>Someone who just stands by and watches.</i></p> <p>Right. It’s someone who’s observing the situation. Bystanders in general are not involved in the planning or premeditation—they are not helping to</p>	

facilitate—but they **ARE present during the situation, and are aware of events** around them. They hear and see what is going on.

Another major difference between a bystander and a facilitator is that, as in this video, **the facilitator may not consciously realize anything is amiss, but the bystander may**. We saw that Seth, as the facilitator, was so involved in helping his buddy that he wasn't getting any sense that things could be questionable. Eric and Melissa, on the other hand, sensed that something wasn't right about the situation.

The bystander's role is CRUCIAL

This makes the bystander's role crucial in sexual assault prevention, because **bystanders have a more balanced view of the situation than any of the other three roles**, and that is why we are asking all of YOU to take your role as bystander very seriously. As bystanders, we are the ones paying attention to the group dynamic—we know certain facts about what is going on, we know when something may seem a little off, and we can make judgment calls based on that.

Plus, if an assault DID occur, bystanders have crucial information that could help in an investigation and prosecution of a sexual assault case.


Click to next slide

25. **VIDEO INTRO**

Having said that, I also know that it's not the easiest role to be in. So let's look at another video and then talk about the pressures a bystander can experience when deciding whether or not to get involved.

While you're watching, put yourself in the role of a bystander—and pay close attention to see if you can figure out who is



	<p>Click movie button to play video</p>	<p>the perpetrator, facilitator, and victim in this scenario.</p>	
26.	<p>VIDEO 4: MALE-ON-MALE SEXUAL ASSAULT</p> <p>Video will play automatically</p> <p>Click the right arrow button for next slide</p>	<p>Video 4: Male-on-male sexual assault scenario</p> <p><i>This video depicts a situation that could lead to a male-on-male sexual assault. Scenario footage is intercut with commentary from subject matter expert Patrick J. Lemmon, co-founder of Men Can Stop Rape, discussing the realities and seriousness of male-on-male assault in the military.</i></p> <p><i>The scenario shows events that happen between a group of male National Guard Soldiers from the same unit on their day off during annual training. We see a group of five Soldiers at a bar/club, acting in an aggressive/sexist way toward some female Soldiers also at the bar. The female Soldiers are unimpressed and decide to leave. They see Moscone, another member from the guys' unit (who is something of an outsider) sitting alone and ask him to walk back to the training site with them. Moscone agrees and leaves the bar with the women, leaving the guys in his unit behind.</i></p> <p><i>We then see the group of five soldiers return from the bar to their tent (everyone but Moscone). They're drunk from their night out, and are angry at Moscone—some more vocally so than others. The scene progresses with Winton, the perpetrator, and Lambert, the facilitator, feeding the others' anger until Winton feels comfortable suggesting the group teach Moscone a "lesson." A threat of violence is implied, though it's unclear to the Soldiers involved if he really intends for a sexual assault to take place.</i></p>	

27.

VIDEO DISCUSSION

(Cover this very quickly; don't spend a lot of time.)

Ask the group:

Possible answer:

- *Moscone*

Exactly. He's who the discussion about violent activity is centering around—the one whom we as bystanders sense may not be safe.

Ask the group:

*Possible answers
(note: there may be some debate here):*

- *Winton*
- *Lambert*

OK—this was tricky because the line isn't always clear. But while both these guys seem enthusiastic about the idea, remember, **being the perpetrator involves premeditation**—so he KNOWS he wants to commit a violent sexual act, and deliberately tries to get others involved in helping him achieve his goal. In contrast, although the facilitator assists in setting things up, he probably doesn't realize that his buddy is planning on sexually assaulting someone.

Ask the group:

So with that in mind, who is the perpetrator?

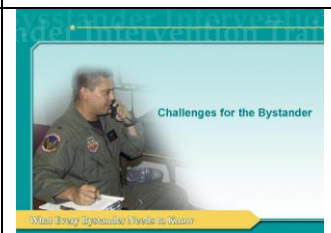
Possible answer:

- *Winton*

That's right. Winton's the one who is encouraging everyone—he's the one who



	<p>goes beyond just saying he's pissed off and suggests violence is the "cure" for the problem. He has premeditated intent.</p> <p><i>Ask the group:</i></p> <p>So then, if that's the case, what role does Lambert fall into?</p> <p><i>Possible answer:</i></p> <ul style="list-style-type: none"> • <i>The facilitator</i> <p>Exactly. Lambert may be enthusiastic about the idea of "scaring Moscone straight," but he's following Winton's lead.</p> <p><i>Ask the group:</i></p> <p>And then who are the bystanders?</p> <p><i>Possible answer:</i></p> <ul style="list-style-type: none"> • <i>Everyone else on the crew</i> <p>Right. Great work.</p> <p>You've already developed a critical bystander skill. You've just proven that you know how to assess a situation and know what roles people are playing, including yourself. Now you can quickly recognize problem behaviors and take appropriate actions to diffuse problem behavior faster.</p> <p><i>Click to next slide</i></p>
28.	<p>2.3 CHALLENGES FOR THE BYSTANDER</p> <p><i>Challenges for the bystander</i> Now let's talk about some of the challenges bystanders may face. You saw the bystanders in those two videos. Not all of them were comfortable with the situation, but none of them really took much action or said anything.</p> <p><i>Ask the group:</i></p> <p>Why do you think the bystanders in the video might not have spoken up?</p> <p><i>Possible answers (make sure they cover at least these):</i></p> <ul style="list-style-type: none"> • <i>They might have thought they were the only ones who thought it was a problem.</i> • <i>They didn't want to seem like "wusses."</i> <p><i>NOTE: Do NOT write</i></p>



these down on the board, just take verbal responses.

- *Things were happening so fast that it was probably hard to figure out what was going on—the bystanders didn't want to rush to judgment, so they erred on the side that everything would turn out OK.*
- *They might have been worried that if they said something, the group would turn on them, too.*
- *The signs weren't 100 percent clear—things could have gone either way. They couldn't be SURE an assault was going to happen, so if they're not sure, maybe they shouldn't do anything.*
- *They thought someone else would take care of it.*


All excellent answers—and real concerns that cross everyone's mind. Let's talk about them for a minute.

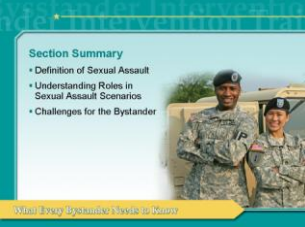
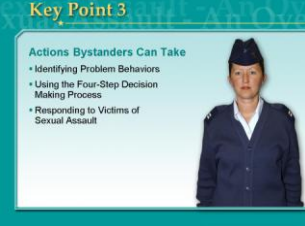
Taking on the challenges

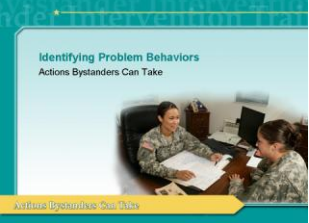
All of these concerns come back to one thing: negative social consequences that may come with being the challenger. Understandably, people don't want to be seen by everyone else as a person who is overreacting, being humorless, being a wimp, etcetera.

Let's be honest: If we DO stand up and say something—if we refuse to laugh along with a joke we think is offensive, if we insist on calling Safe Ride or a taxi for that woman instead of letting that guy drive her home, if we refuse to be part of a group activity we have a bad gut feeling about—not ALL the reactions we will get will necessarily be positive. We might get laughed at or get some angry responses.

It takes tremendous courage to stand up and say, "This is not OK with me." But that's exactly what we all need to do.

		Why? Because that's the ONLY way the social norm is going to change.	
29.	<p><i>Click to next slide</i></p> <p>COURAGE AND CORE VALUES</p>	<p><i>It takes courage...and that is part of our core values</i></p> <p>For example, not so long ago in our own country, people thought it was OK to make racist comments in everyday conversation—it was socially acceptable. Well, eventually courageous individuals decided that this language wasn't acceptable to them—and they spoke up about it. Thanks to their bravery in standing up and saying, "That is offensive and I won't be a part of it," the social norm began to change.</p> <p>In our Guard community it's going to take the same kind of courageous stand by individuals like us to change the climate around sexual assault. Whenever we see questionable or inappropriate behavior or attitudes, we need to stand up and say or do something.</p> <p>This is a part of every Soldier's/Airman's core values. We believe in integrity and service to others before ourselves. We often interpret that to mean we need to protect and support our fellow team members, no matter what they do. Unfortunately, this sometimes makes people think that speaking out about anything—even an illegal activity—breaks that code.</p> <p>But that is NOT what the integrity and selfless service value is about. We should not be standing by someone whose actions are not reflecting our core values and saying nothing. It is crucial that as bystanders, we remember our responsibility is ALWAYS to the greater Guard community and not to one individual who may be assisting, whether deliberately or not, in paving</p>	

		<p>the way to an assault.</p> <p>When it comes to sexual assault, we have to stand by the true meaning of our core values—and that means doing the right thing, even when it's difficult.</p> <p><i>There are more people who think like you than you realize.</i></p> <p>And remember, for every person who may give you a hard time for being a challenger, there are probably a lot more people who are going to be really glad that you spoke up, because they weren't brave enough to be the first one to do it.</p> <p>It won't always be easy, but each and every one of us is that kind of courageous person who will take this responsibility seriously.</p>	
30.	<p><i>Click to next slide</i></p> <p>KEY POINT 2 SUMMARY</p>	<p>Section summary</p> <p>So now you know:</p> <ul style="list-style-type: none"> • The definition of Sexual Assault, • How to identify the roles that people often fall into, and • How important it is that we, as bystanders, proactively step in to change any atmosphere that might lead to assault. <p>But we need to be able to do that effectively and safely. And that is what we're going to talk about in the next section.</p>	
31.	<p><i>Click to next slide</i></p> <p>KEY POINT 3: ACTIONS BYSTANDERS CAN TAKE</p>	<p>Now, we may be thinking, "Sure, I get that I'm supposed to take action, but it's not like I'm going to be 100 percent sure that someone's a rapist, so how can I make that call?"</p> <p>Which is why we need to remember that, in terms of bystander action, our responsibility is not to figure out who is</p>	

	<p>a perpetrator and who is not. All we need to do is be aware of the environment around us and respond appropriately.</p> <p>Sexual assault does not “just happen”; it grows out of an environment where the perpetrator thinks his actions, attitudes, and behaviors are being condoned.</p> <p>To shut down potential perpetrators, all we need to do is show by our own example that even SMALL behaviors or attitudes that COULD build a negative climate of sexual violence are absolutely unacceptable. So as a bystander, when you notice problem behaviors that may be creating a disempowering environment, it’s your responsibility to diffuse those behaviors before harm happens.</p>	
<p>32. 3.1 IDENTIFYING PROBLEM BEHAVIORS</p> <p><i>Note: In this section, as participants give suggestions for inappropriate behavior, draw a horizontal line on the board. Insert different behaviors suggested at different points on the line, with the lowest level of violent behaviors to the left, moving up through to the highest violent behaviors at the right. This will create a “scale of sexual violence” you can use for the rest of the discussion. A visual example of this “scale” can be found at the end of this lesson plan.</i></p>	<p>How is that done?</p> <p>First, you need to be able to identify the problem behaviors and attitudes.</p> <p>Identifying problem behaviors—creating a scale of sexual violence</p> <p>So let’s think back to those videos we saw. There were a lot of things that people were doing and saying, some which were overtly violent—even illegal—and some which weren’t really violent, but people might have thought were a little inappropriate or might have been a little uncomfortable with.</p>	

Ask the group:

Possible answers:

As students provide these, write them on the board, inserting them in the appropriate place on the scale you've drawn. If some seem equally violent, you can group them together in the same place.

Ask the group:

Possible answers:

As students provide these, write them on the board, inserting them in the appropriate place on the scale you've drawn. If some seem equally violent, you can group them together in the same place.

What obviously violent, threatening, or illegal stuff did you see going on in the videos?

- *Possible violation of the command policy on alcohol. (Note to instructor: This one might come up in either section.)*
- *Getting someone underage drunk (Note to instructor: This one might come up in either section, because they won't know the ages of the characters.)*
- *Suggesting they give the guy a "wax" with the tape*
- *Suggesting physical violence to another person*
- *Touching a person against his will*
- *Forcibly holding a person down against his will*
- *Forcing a person into a sexual act*

OK, and what other behaviors or attitudes were going on that might not be illegal, but weren't exactly appropriate or positive behaviors?

- *Possible violation of the command policy on alcohol (Note: This may come up in either section.)*
- *Getting people really trashed and not taking care of them*
- *Making sexist comments*
- *Making homophobic comments*
- *Ogling a woman*
- *Making violent jokes or comments ("I want to beat the crap out of him" or "We need to teach him a hard lesson")*

Right. So you see this covers a range of behaviors from small to pretty big and scary.

Clearly, none of us want to be in a situation that falls on the scary end of the scale—like witnessing or being part of an assault or other violent illegal activity. And to us, if we are over here at the low end of the scale, we understand it doesn't mean it's OK to progress to the scary end of the scale. But, unlike the rest of us, a sexual predator doesn't have the same ability to understand how one of the items much earlier on the scale doesn't condone the next, and the next and the next. So, if he or she sees you condone these smaller-scale behaviors, he will think that it's OK—even acceptable—to continue on to the end of the scale.

That's why it's so important to shut down inappropriate behavior WAY over here, at the early end of the scale.

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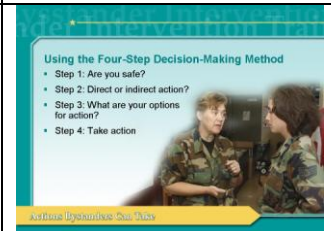
33. **3.2
USING THE FOUR-
STEP DECISION-
MAKING PROCESS**

How do you do that? By enacting a few easy steps. I'll explain them, and then we'll try out a few examples.

Step 1: Consider your SAFETY.

Often when people want to help others, they rush into potentially dangerous situations regardless of their own safety. This is NOT a smart solution—doing that might end up getting both you AND the victim hurt. **If you want to help, but realize you might get hurt if you intervene, do not intervene directly.** There are other methods you can use instead, which we'll discuss in the following steps.

Step 2: Decide if you should use direct or indirect action to resolve the problem. Depending on what's going on, sometimes your solution can be direct, like talking to the person. But if you feel the situation seems unsafe or potentially too complicated, uncomfortable, or



*Hold up resource list
handout so they can
see which one it is
and get to it.*

*Hold up bystander
options handout.*

*(Humorous tone
here, but serious for
end of the sentence.)*

overwhelming for you to handle just by yourself, there are some **INDIRECT** methods of approach you can use.

There are a wide variety of resources you can access to help you approach a situation indirectly, depending on the situation at hand. **I've provided you with a handout that lists such resources, which you can take home with you for future reference.**

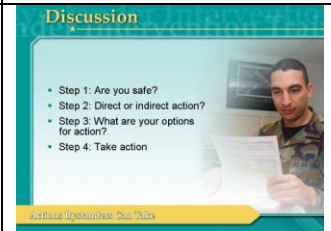
Step 3: Think of all your options for that type of action.

Once you've decided whether you want to handle the situation directly or indirectly (or a little of both), think of all the possible options for doing so. For instance, if you've decided to speak directly to the person displaying problematic behavior, do you want to do it right there in the moment, or take them aside later? If you want to deal with it indirectly, what resources can you access to help you handle the problem? **I've also provided you with a handout with some sample options to get you started thinking about the possibilities.**

You've got a lot of options, so when considering which to use, **look for the one most appropriate and most likely to diffuse the specific situation.** For instance, it might be a little bit of an overreaction to call the MPs if someone on your team makes a sexist joke. But it **WOULD** be appropriate action to take if you saw an assault taking place.

Step 4: Take the action. Once you've walked through the three steps above, go ahead and take the action. If the action has the affect you wanted, such as getting the person to stop the behavior, you're done. If the action didn't work and you're still concerned, go back and run through the steps again, and take a new action based

	Click to next slide	on your assessment.
34.	<p>DISCUSSION: FOUR-STEP PROCESS EXAMPLES</p> <p><i>Example 1:</i></p> <p><i>Ask the group:</i></p> <p><i>Answer:</i></p> <p><i>Ask the group:</i></p> <p><i>Answer:</i></p> <p><i>Ask the group:</i></p> <p><i>Possible answers:</i></p> <p><i>Ask the group:</i></p> <p><i>Answer:</i></p>	<p>This process can all happen pretty quickly.</p> <p>Let's try a few examples:</p> <p><i>Discussion example 1</i></p> <p>First, let's go for one of the examples on the lower end of the scale. Let's say that someone in your unit/wing makes a sexist or homophobic joke. Now, we know this isn't cool, because we've learned that by laughing at this stuff our team could be influencing a potential perpetrator in the group. Let's walk through the steps, and let's identify a solution.</p> <p>1) Are you safe?</p> <p>Yes.</p> <p>2) Direct or indirect action?</p> <p>Direct.</p> <p>Yes, it would be reasonable to take direct action because there's minimal threat.</p> <p>3) What options do you have? So what direct actions could you take?</p> <ul style="list-style-type: none"> • <i>Not laugh—everyone will see you don't think it's a joke, and that'll be enough of a statement</i> • <i>Say it's not cool right then</i> • <i>Talk to the person later and tell him or her to cut it out</i> • <i>Other</i> <p>4) What action will you take?</p> <p><i>[They may end up choosing any of the four options above.]</i></p> <p>Those are all good solutions, depending on</p>



the person and situation involved. Use what you think will most quickly and appropriately solve the problem. If the problem persists, try something else.

Discussion example 2

OK, here's an example from closer to the middle of the scale, based on the first video we saw. At a party, you notice a guy working hard at getting an already buzzed girl even more drunk. You're worried that at her level of incapacitation she might be unable to look after herself. Let's run through the questions.

Ask the group:

1) Are you safe?

Answer:

Yes

Yes, you probably are, unless you are also very drunk and are unable to handle the situation on your own.

Ask the group:

2) Direct or indirect action?

Answer:

- *Direct*
- *Indirect*

In this case, both options could be right. There are some direct *and* indirect actions you could choose, depending on your own level of sobriety and safety.

Ask the group:

3) What options do you have?

What are some of the direct options?

Answer:

- *Talk to the guy and tell him to back off*
- *Call the local dial-a-ride service and make sure they pick the girl up*
- *Walk the girl home/back to base and make sure she gets there safely*
- *Call a cab for the girl*
- *Refuse to let the girl be served any more alcohol*
- *Other*

Ask the group:	Let's say you were too drunk to do some of the other suggestions. What indirect options could you take?
Answer:	<ul style="list-style-type: none"> • <i>Ask someone you trust to help you ensure one of those options happens</i>
Ask the group:	4) What action will you take? OK, given the situation in today's first video, which of these options do you think would BEST diffuse the situation with minimal risk to anyone?
Answer:	<i>[They may end up choosing any of the above.]</i>
Ask the group:	OK, any number of those might work. And if that doesn't work, then what?
Answer:	<i>Run through the options again and choose a different method.</i>
Example 3:	Discussion example 3 OK, now let's consider an example closer to the dangerous end of the scale, using the second video's scenario. You are in a group and people are luring someone into the room, and a violent act is about to happen to that person.
Ask the group:	1) Are you safe?
Answer:	No. Correct. At the point violent action is about to happen or is happening, you need to consider your safety first.
Ask the group:	2) Direct or indirect action?
Answer:	<i>Indirect.</i> Absolutely. When violence is imminent, never endanger your own safety through

Ask the group:

direct action.

3) What options do you have?

The threat level in this scenario is critical—an assault is about to happen. So what's the BEST indirect action you could take to try to diffuse the situation BEFORE an assault takes place?

Answer:

- *Inform the chain of command*
- *Call the MPs*
- *Call the police*
- *Other*

Absolutely right. Sexual assault is a CRIME, so if you see an assault in progress, know one is about to happen, or find out after the fact that one has happened, then you MUST report it.

Ask the group:

4) What action will you take?

Answer:

[They may give a variety of answers.]

The action depends on the situation, just like all the others. If an assault is in progress or about to happen in moments, you may not have time to inform the chain of command, so you would call the police.

But if there's enough time to report without anyone being harmed, or if the attack has already occurred, then you should report it to your chain of command. That means your first sergeant, supervisor, or commander.

If for whatever reason you feel you can NOT go through your chain of command, another option is to report it to the state or DoD Inspector General's Hotline. The numbers are included in your resource list.

Exercise conclusion

Great work with all of those examples. Now you know how to think through the process

to set a course of action, no matter where you are on the scale.

It's important to reinforce that the **real goal for us as bystanders is to head things off much earlier** than presented in that last example, and we do this by paying attention to the lower-level warning behaviors all the way down here on the left end of the scale. THAT is what will create the empowered climate we're looking for.

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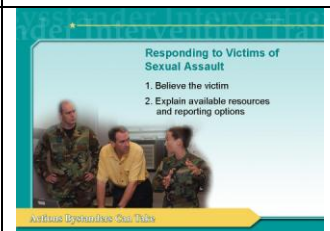
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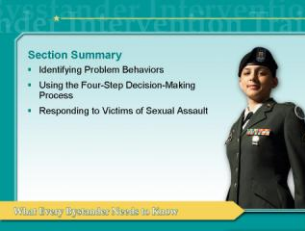
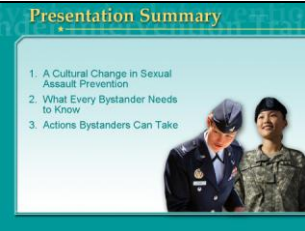

3.3 RESPONDING TO VICTIMS OF SEXUAL ASSAULT


OK, now there's one last thing I need to cover. Despite our best efforts to stop sexual assault within our Guard community, at some point someone may disclose to you that he or she was a victim of an assault within our Guard community.

Two key things we should do to handle that situation are:

- 1) **Believe the victim.** Statistics show that almost NO victims lie about being assaulted. So instead of asking a lot of questions about the situation or the victim's behavior, simply:
 - Tell the victim you believe him or her,
 - Tell him or her it was NOT his or her fault, and
 - Ask him or her what you can do to help.
- 2) **Talk to him or her about resources and reporting.** Explain that there are people in the **unit/wing** called **Sexual Assault Response Coordinators, or SARCs, and Victim Advocates, or VAs**, who provide support and can help him or her report the crime if it happened within the Guard. The numbers for the local SARCs and VAs are included on your resource sheet handout. SARCs and VAs can



		also provide the victim with civilian resources.	
	<i>Click to next slide</i>		
36.	SECTION SUMMARY	<p>So now we're clear on:</p> <ul style="list-style-type: none"> • Problem behaviors that can lead to sexual assault, • How to use the four-step process to decide what bystander action we want to take, and • How to respond if a victim talks to us after an assault. 	
	<i>Click to next slide</i>		
37.	PRESENTATION SUMMARY	<p>Presentation summary</p> <p>That completes our presentation, so let's quickly recap everything we covered:</p> <p>First, we heard the generals speak about the new climate of empowerment we're building to combat sexual assault, and how we as bystanders will be a big part of that.</p> <p>Then we discussed the definitions and roles we need to be aware of when it comes to sexual assault issues in order to be an effective bystander.</p> <p>And finally, we talked about actions we can take as a bystander and how to assess which are the most appropriate actions to take in any given situation.</p>	
	<i>Click to next slide</i>		
38.	YOU ARE CRITICAL TO COMBATING SEXUAL ASSAULT IN THE GUARD	<p>We began this training talking about the new cultural change we wanted to create in our Guard community. It's a culture where every Guard member feels protected by every other Guard member, and one in which sexual predators recognize they are NOT welcome.</p> <p>That cultural change needs to happen, and it needs to happen now. And it can't happen without us. We need everyone's</p>	

		<p>help to fight sexual assault in our Guard family.</p> <p>It's not going to be an easy fight at first. But we don't join the military because we're looking for something EASY. We join because we believe in the values we stand for, and we're willing to fight for them. We will carry this same ethos forward as a responsible bystander, intent on eliminating sexual assault from our community.</p>	
39.	<p><i>Click to next slide</i></p> <p>EXIT SLIDE</p>		<p><i>Exit slide</i></p> 

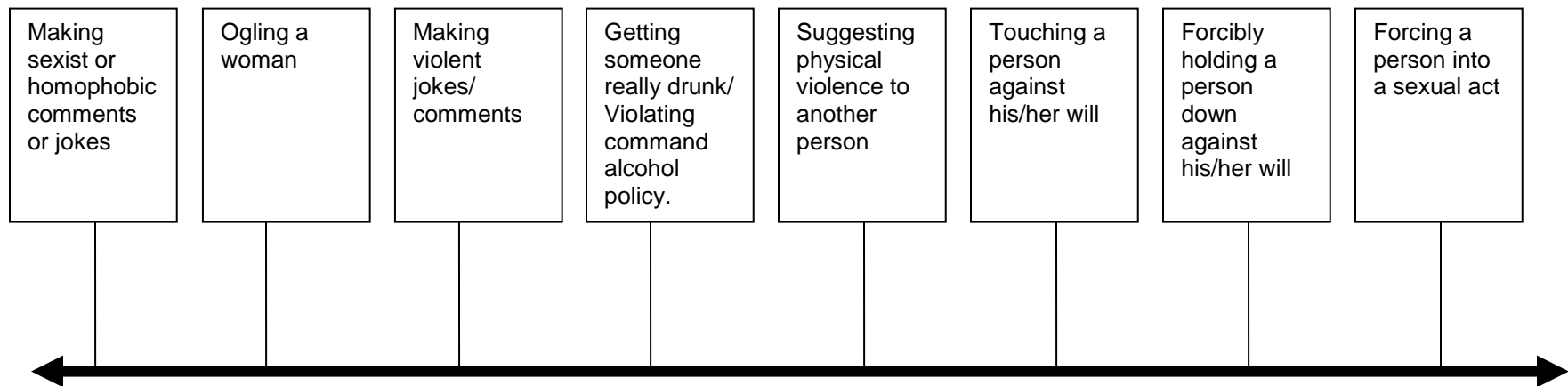
For instructor only

Sample “Scale of Sexual Violence” (refers to the instructor-led group exercise in section 3.1, “Identifying Problem Behaviors”)

Directions:

- Draw a horizontal line on the board.
- As participants give suggestions for inappropriate behavior, insert different behaviors suggested at different points on the line (or scale), with the lowest level of violent behaviors to the left, moving up through to the highest violent behaviors at the right.
- This will create a “scale of sexual violence” you can use for the rest of the discussion.

For example, using a few of the possible participant answers suggested in this lesson plan:



The material on sexual assault and bystander intervention discussed in this training was developed based on information gathered from the following resources:

- Banyard, Victoria L., Elizabeth G. Plante and Mary M. Moynihan. "Rape Prevention Through Bystander Education: Bringing a Broader Community Perspective to Sexual Violence." 2005. (Report submitted to the US Department of Justice). <http://www.ncjrs.gov/pdffiles1/nij/grants/208701.pdf>.
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- Berkowitz, Alan, Ph.D. "Applications of Social Norms Theory to Other Health and Social Justice Issues." In *The Social Norms Approach to Preventing School and College Age Substance Abuse: A Handbook for Educators, Counselors, and Clinicians*, edited by H. Wesley Perkins, 259-279. San Francisco: Jossey-Bass, 2003.
- Berkowitz, Alan D. "Fostering Men's Responsibility for Preventing Sexual Assault." In *Preventing Violence in Relationships*, edited by Paul A. Schewe, 163-196. Washington, DC: American Psychological Association, 2002.
- Berkowitz, Alan D. "Sexual Assault Prevention." In *Men and Masculinities: A Social, Cultural, and Historical Encyclopedia*, Volume II, edited by Michael Kimmel and Amy Aronson, 719-720. Denver: ABC-CLIO Press, 2003.
- Building Partnerships to End Men's Violence. "Discussion 4: Young Men as Allies in Preventing Violence and Abuse - Building Effective Partnerships with Schools." Family Violence Prevention Fund. <http://www.endabuse.org/bpi/discussion4.php>.
- Greenfeld, Lawrence A. "Sex Offenses and Offenders: An Analysis of Data on Rape and Sexual Assault." Washington, DC: US Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, February 1997. <http://www.ojp.usdoj.gov/bjs/pub/pdf/soo.pdf>.
- Lemmon, Patrick J. Interviewed by Deborah Ackerman (Mind & Media, Inc.). Phone interview. Alexandria, VA., April 9, 2007.
- Lisak, David, Ph.D. *The Undetected Rapist*. 2000. 6 min. National Judicial Education Program, Videocassette.
- Men Can Stop Rape. 2007. <http://mencanstoprape.org/>.
- Minnesota State University, Mankato Women's Center. "Prevention/Risk Reduction." Minnesota State University, Mankato. <http://www.mnsu.edu/assault/prevention/>.
- National Resource Center on Domestic Violence. Center for Disease Control Curriculum Scope for Different Age Groups (chart).
- Rape, Abuse & Incest National Network (RAINN). 2006. <http://www.rainn.org/>.

- United States Department of Defense Sexual Assault and Response. 2007.
<http://www.sapr.mil/>.
 - Wolfe, David A. and Peter G. Jaffe. 2003. "Prevention of Domestic Violence and Sexual Assault." *VAWnet Applied Research Forum* (a project of the National Resource Center on Domestic Violence), January.
 - The following presentations and/or articles, presented at the US Air Force Sexual Assault Prevention & Risk Reduction Symposium, March 5–9, 2007 (all rights reserved to the authors listed):
 - Abbey, Antonia, Ph.D. "Alcohol's Role in Sexual Assault: What Are the Links?"
 - Bayliff, Claudia J., Esq. "Sexual Assault in the Military: What Do We Know?" Headquarters, US Air Force.
 - Banyard, Victoria L., Ph.D.
 - "Bringing in the Bystander: A Community Response Framework to Sexual Violence Prevention."
 - "Bringing in the Bystander: Lessons Learned for Program Evaluation."
 - Berkowitz, Alan, Ph.D. "Fostering Culture Change to Promote Healthy Behavior & Encourage Bystander Intervention: Theory, Research and Social Norms."
 - Gidycz, Christine A., Ph.D. "Sexual Assault Risk Reduction Programming."
 - Jackson, Tom, Ph.D. "Prevention Education for High Risk Groups."
 - Katz, Jackson, M Ed. "Leadership & Bystander Intervention." (Included chapter excerpt from: *The Macho Paradox: Why Some Men Hurt Women and How All Men Can Help*. Naperville, IL: Sourcebooks, Inc. 2006.)
 - Lisak, David, Ph.D. "Confronting Sexual Violence: Moral Obligation, Moral Leadership."
 - Munch, Anne, JD and Patti Powers, JD. "Consent and the Court of Public Opinion." (Originally published in *The Resource*, newsletter of the National Sexual Violence Resource Center, Fall/Winter 2005.)
 - Sokolow, Brett A., Esq. "Is It Drunk Sex or Rape?"
 - Stern, Gail, M Ed. "Sexual Assault & Prevention Education: Moral Development Education in the Military Context."
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